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ABSTRACT

To address an unacceptable failure and withdrawal rate in an introductory psychology course at Ulster County Community College (UCCC), in New York, a project was undertaken to develop a Learning Assistance in Psychology course to help students with skills and concepts. First, a literature review indicating the need for remediation highlighted the necessity of institutional commitment to a successful program, and described characteristics of successful remediation programs. Next, a pilot assistance course was developed and reviewed by the UCCC Skills Center staff and Psychology Department. The resulting one semester-hour course focused on general study skills, specialized vocabulary, style of quizzes and exams, analysis of learning style, and appropriate note-taking techniques, and was offered to eight students in Fall 1993. Five of the eight students achieved a grade of "A" or "A minus," while three withdrew. Informal discussions held with the completing students indicated that more than half believed that participation in the course assisted their understanding of concepts and success. Recommendations from the course validation process included the following: (1) the course should be further analyzed cooperatively among the Skills Center, Psychology Department, and student personnel services; (2) the course should continue to be offered and promoted; and (3) the questionnaire for course participants should be further analyzed and developed. Appendices include the course proposal, a course description and outline, a taxonomy of basic skills, related correspondence, suggested class topics, and the student questionnaire. Contains 26 references. (KP)

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THE DEVELOPMENT OF A LEARNING ASSISTANCE COURSE IN
PSYCHOLOGY AT ULSTER COUNTY COMMUNITY COLLEGE

Emergence of Higher Education

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A Practicum presented to Nova Southeastern University
in partial fulfillment of the requirements for the
degree of Doctor of Education

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by

Lawrence P. Borzumato

March, 1994

The purpose of this study was to develop a learning assistance course in psychology with the cooperation of staff members of the academic support areas known as the College Skills Center (CSC), Student Personnel Services and the Psychology Department at Ulster County Community College (UCCC). The academic course--PSY 101: Introduction to Psychology--is a popular and widely used elective or requirement for many curricula at UCCC. The failure and withdrawal rate, however, was perceived to be unacceptable. The Learning Assistance in Psychology course (ISP 010) was planned as one possible remedy. It is an academic assistance course which provides students with assistance in the concepts and skills helpful for success in the introductory psychology course.

The procedures used in this study were as follows:

a) a literature search was completed to place the issues of generic and specialized study skills at the college level into a meaningful context; b) representatives of the involved areas met to determine the relationships between generic study skills and specific content skills applicable to PSY 101; c) a small group of students selected from those enrolled in PSY 101 was designated to participate in the pilot program; d) the validation group met to discuss the future direction of the course based on student performance, student reaction and faculty-staff analysis; e) the course was then revised for future use at UCCC.

The development of the course was expedited through the validation team brought together for the project. This team consisted of the Director Of Learning Resources, an Associate Professor of College Skills (who is also an Instructor of Introductory Psychology), a counselor from the Student Personnel Services office, and a Professor of Psychology. This group met to create the course and to evaluate the contents before and after the first pilot presentation of the course. Additionally, opinions were elicited from students who enrolled in the pilot program.

The following conclusions have been reached as a result of this study: a) collegial participation in academic support offerings was thought to be useful and valuable by the participants; b) the cooperative analysis of generic and specific study skills created meaningful dialogue for future consideration of important themes in similar contexts; c) the participants agreed that further study and analysis of specific content-focused academic support programs ought to be considered for UCCC.

As a result of this practicum, the following recommendations have been made: a) the report should be sent to members of the UCCC Psychology Department for review and reaction; b) the academic assistance course should be offered during the next semester with further announcement and encouragement by members of the Psychology Department; c) this report should be sent to the chair of the UCCC Curriculum Committee as a validation of the original proposal to that group; d) the learning assistance course should be promoted more extensively throughout the college as an example of the type of learning assistance which can be developed cooperatively with content area help.

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Chapter 1

INTRODUCTION

Background and Significance

The purpose of this practicum was to develop a learning assistance course at Ulster County Community College (UCCC) with the cooperation of the following areas: the Learning Resources Center (LRC), the College Skills Center (CSC), the Psychology Department and Student Personnel Services. The course was to be designated Learning Assistance in Psychology (LRC 010) and would be part of the offerings of the Learning Resources Center. For administrative reasons, the course designation was determined as ISP 010. This is the course designation used throughout this discussion. The students for whom this course was planned were defined as those full-time or part-time students enrolled in Introduction to Psychology (PSY 101) during the fall, 1993 semester at the Stone Ridge, N.Y. campus of UCCC.

All full-time first-time students were tested at their entry to UCCC. In order to achieve full-time status, students may enroll in some combination of remedial or developmental or preparatory courses. Similar courses are offered by the English and Math departments; they are designed to prepare students for

"mainstream" college-level work. In order to fill out a full-time schedule, many students are often enrolled in PSY 101, both because it is a requirement in many curricula and because it is a standard reading, listening and note-taking course.

Students who are relatively unprepared for college-level reading often need help in this area of comprehending concepts. Therefore, as many as one-third of the students who take this course tend to withdraw or to fail the course. This was confirmed by a study conducted by the Director of Institutional Research on campus provided grade distribution analysis for PSY 101 since 1983. The grade distribution represented the final grades for each of the Fall semesters--this is the period of greatest student participation in PSY 101. This analysis indicated that during this period, the percentage of F (failure) and W (withdrawal) grades ranged from 19% in 1991 to 27% in 1986 with an average failure and withdrawal rate of 23% during this period. The proposed course is intended to reduce this failure and withdrawal rate significantly.

This practicum is related to topics in the Emergence of Higher Education seminar. This seminar focuses on philosophical background and emerging contemporary concerns of higher education. This

practicum attempts to use specific qualitative reports from students and committee members in an attempt to determine the most appropriate and most effective instructional intervention within a community college context. Therefore, this is an appropriate topic for this practicum.

Research Question

The major research questions related to this study are as follows: To what extent is it possible to apply generalized study skills procedures to a specific college level course--Introductory Psychology? Which components will best enhance and support student success in the main course? What sequence of activities will most logically support the students' performance in the main course?

Chapter 2

LITERATURE REVIEW

The literature search has shown that there is a need for academic assistance for a significant portion of students entering community colleges and suggests the need for an institutional commitment to those students who need academic help. Next, successful developmental or remedial programs which exist to meet these needs have certain characteristics. Finally, the search suggests that certain cognitive and developmental learning issues are involved in the development and teaching of such programs. Discussion of these literature trends follows.

Evidence of Need for Academic Support

As part of the discussion of institutional commitment, the literature points out (Cohen and Brawer, 1989) that there is a clear need for academic remedial or developmental assistance for a significant number of community college students, especially at the entry level. Zwerner (1987) points out that placement at the entry level and the development of a systems approach to instruction are ways to address the issues of unprepared or underprepared students at the college level. An important related trend which reinforces the need for such programs is the growth of integrated

secondary and postsecondary planning. Such planning highlights the need for secondary students to be prepared for college-level courses (College Board, 1983; SUNY 2000, 1993). These programs emphasize the need for high levels of competencies in reading, writing, speaking, and listening. The need is reinforced by recognizing the requirement for the development of cognitive skills within multiple subject-area contexts (Huston & Perry, 1987; Bogue, 1988; Weinstein & Hamman, 1993).

Institutional Commitment

Related to this need is the argument that there is a lack of institutional commitment to students who need this assistance. Blanchard (1989), for example, indicates that secondary teachers (and by extension, postsecondary instructors and professors), are generally not exposed to a wide and diverse body of research in reading instruction, reading theory, and the psychology of reading or of reading pedagogy. O'Brien (1990) gives a rationale for this by pointing out that secondary and postsecondary instructors tend to resist instruction of reading and study skills in content areas. Farrel (1982) argues that open admission colleges should accept a moral commitment to the instruction of reading skills in context, especially as

these skills relate to general education competencies and to professional preparation.

Characteristics of Successful Programs

The third major aspect of the literature search is related to the characteristics of student academic assistance programs. These characteristics include a) a clearly stated set of expectations; b) an appropriate diagnostic-prescriptive design; and c) utilization of a counseling (affective) component.

In the first place, such programs generally connect to expectations of quality related to a clearly stated institutional vision and a clear communication of what is expected of students (Kuth, 1981). Second, the traditional skills assessment model (Frenchman et al., 1982) most often use a clearly designed diagnostic-prescriptive design as the most appropriate for students who need academic assistance. This is often tied to the attempt to promulgate increased standards of excellence (Tomlinson, 1989) in the comprehensive post-secondary institutions--especially the community college. Third, this comprehensiveness tends to place increased emphasis on institutionalization of counseling and helping components in academic support services. Walleri (1987) refers to this trend as "guided studies." Strong programs of academic support

(Jones, Collier & Watson, 1990), are those which identify needs, demonstrate a clear institutional commitment, and provide timely support for students who need assistance.

Reading Style

Finally, the literature leads to another important area. Garland (1985) and Higbee, Ginter and Taylor (1991) indicate that awareness of students' reading and learning styles is important to the learning "contract" at any level. Thomas and Robinson (1982) pose the issue that all teachers (or professors) can and ought to be teachers of reading. This latter ideal has not won great acceptance at the college level. However, the issue poses an additional major concern as developed in the literature search. That concern relates to the variety of methods and techniques used in the teaching of reading and study skills.

A recently popular method (Carbo, 1990) argues for the identification of students' reading styles or strategies. This identification leads instructors to the matching of materials to students' strengths, the strengthening of weaknesses, the building of expectations through "success" models and the removal of stress from the learning process. The historical basis of this procedure is inherent in the study of

"expert readers" and their techniques for identification and phrasing of main ideas in reading (Johnson & Afflerbach, 1985). This monitoring of successful models is also more broadly used in the attempt to study comprehension strategies in general (Pardo and Raphael, 1991). This directs the instructor to examine the relationships between and among teacher led discussion, cooperative small group work, and individual task completion. An important issue in this pedagogical paradigm involves application and assessment.

In conclusion, the literature search reveals the following: a) there is a need for remedial development assistance for community college students, especially at the entry or introductory level; b) such learning assistance, while resisted by some faculty and staff, requires an institutional commitment; c) certain successful programs can be identified and described; and d) cognitive and developmental issues of instruction need to be analyzed further.

Chapter 3

METHODOLOGY AND PROCEDURES

This development practicum was conducted in a series of steps. The initial literature review developed the historical context and conceptual framework. The participating developers met to discuss and to provide input about the design of the course under consideration. This discussion included the different frameworks used in other programs; it also included a consideration of the topics most appropriate for a learning assistance course. During the summer of 1993, the Director of Learning Resources met with the participants. They discussed and examined various options for the creation of the course outline. The participants were a Psychology Professor representing her department and a representative of the Student Personnel Services area as well as a representative of the basic skills area (College Skills). The draft course outline included the aims and objectives of the course. The committee also developed a proposal for the course which was submitted to the curriculum committee (Appendix A).

The proposed course was developed as a one-semester-hour (equivalent) course. The course may not be used for credit in a degree program. The discussion

of the course outline and design focused on the general and specific skills required of college level courses. The professional staff examined the skills list developed by the staff of the CSC (Appendix C) based on an earlier study of student needs (Borzumato & Keefe, 1982). This discussion led to an analysis of the following key aspects: (a) general study skills and their application in an introductory psychology course, (b) the specialized vocabulary concepts most important for an introductory psychology course, (c) the types of quizzes and exams most likely to be used in this kind of course, (d) appropriateness of introducing learning style as part of the course, and (e) the most appropriate text and lecture note-taking techniques.

The draft of the proposed course was given to an instructor and an instructional assistant in the College Skills Center (basic skills instructors) and to two Psychology 101 instructors for review and validation. Revisions based on these reviews were made as deemed necessary by the instructor (Appendix C). Approximately two weeks into the Fall, 1993 semester, a transmittal letter was sent to students enrolled in PSY 101 (Appendix D). This letter allowed the CSC to offer one pilot study section of ISP 010 with eight students. After some discussion with representatives of the

Psychology department, it was found that many instructors had not administered quizzes or tests to this date in the semester; consequently, many students were not aware of their achievement levels in the course. The student self-selection, in the opinion of the team, should be supplemented with direct recommendations from faculty members.

Definition of Terms

For the purposes of this practicum, the terms "remedial" and "developmental" require special definition. "Remedial" refers to a set of skill levels in reading and study skills which are significantly (more than three years) behind the normative behavior of the group. "Developmental" suggests that a student needs assistance, but that he or she is only slightly below the norm expected of students in the class (Cross, 1984). "Learning assistance" refers to the specific cognitive and conceptual techniques to help students develop comprehension skills which will enable them to complete the course under consideration (PSY 101). PSY 101 refers to the general elective or required (depending on one's major) course offered at UCCC (Appendix B).

Limitations

There are a number of limitations associated with this study. First, the planned course is not intended for implementation at other community colleges. Second, the course is not necessarily intended to be a model for other or similar content course support services at UCCC. Finally, further implementation of this and similar programs may be limited by budget concerns and by availability of properly trained staff personnel.

Assumptions

There are several assumptions that apply to this study. First, it is assumed that the department and counselor concern for improving the opportunities for student success can be embodied in a learning assistance course. Second, it is assumed that the participants in this study selected appropriate skills and cognitive materials for use in the learning assistance program. Finally, it is assumed that the literature search provided a meaningful context for the program.

Chapter 4

RESULTS

This study used a systematic approach to the development of a one semester-hour equivalent course which will provide learning assistance in psychology. The first step was the literature search. The second step was the initial development of the proposed course within the context of academic support concepts. The third step involved the offering of a pilot program which allowed a run-through of the course. The fourth step allowed evaluation of the course after its first run-through. The final step included a revision of the pilot course and the institution of the learning assistance course as part of the course offerings at UCCC.

The literature search provided a conceptual framework for the study. This framework clarified the need for academic assistance, the need for institutional commitment, the development of successful features of developmental courses, and the inclusion of cognitive issues needed for academic success in this context. The literature search also provided a background and context for the proposed course which allowed further dialogue among the participants as the course was developed and as the pilot program was

analyzed. This development study led to a consideration of the application of study skills procedures to a specific course (PSY 101), the development of components which proposed to enhance success in the course and consideration of a sequence of activities which would be likely to lead to student success in PSY 101.

The major topics considered for the course included the following: a) text-book reading and studying at the independent level (main idea, sequence, important details, inference, and critical analysis); b) effective text-book note-taking strategies; c) listening and note-taking (methods and applications); d) memorization (techniques for recall and reinforcement); e) preparing for and taking multiple choice tests and examinations; f) preparing for essay tests and examinations; g) critical reading (analysis, synthesis, drawing conclusions and supporting an argumentative position); h) vocabulary development (including word elements useful for "decoding" word meaning).

These generic elements were analyzed as they related to the literature search in developmental or academic assistance programs in general. Those skills and abilities listed were considered to be the most

important to students in any study situation at the college level. These concepts were then analyzed in reference to student needs in the introductory PSY 101 course. These skills and abilities were validated through discussion with psychology department members with special emphasis by one of the developmental instructors whose background also included a degree in Psychology and some years of experience in teaching the PSY 101 course. The staff members concluded that certain generic skills should be adapted as needed by students who might enroll in the Learning Assistance course. For example, it was concluded that the following generic skills ought to be emphasized: reading, listening and note-taking, vocabulary development (with special emphasis on word elements) and preparing for multiple choice exams. The final area--multiple choice exams--was selected because this type of exam is the most frequently used exam in the department.

In addition to the topics listed above, the staff also concluded that the learning assistance course should provide a useful and meaningful opportunity to discuss in a general way the topic of individual learning style. The concept and practice of learning style is utilized in the general study skills course

(Kolb, 1987). However, the validators for this study felt that since the course would be a one semester-hour course which would meet for only ten class hours, the concept ought to be utilized in a more general way. Therefore, some emphasis was suggested on learning style as a means of introducing the topic of how an individual student processes information most effectively for his or her own needs. This discussion, it was felt, would provide useful insights for the students in the Learning Assistance course while at the same time providing interaction and discussion on the concepts needed for success in the psychology course.

This outline of suggested activities (Appendix F) was the first development for the initial pilot program. It was planned that these activities would be used in a manner to demonstrate that a specific course-related intervention is likely to affect student performance and achievement positively. Students who elected to participate in the proposed course would, it was hoped, be likely to achieve higher grades and more learning than they would have without the course. Finally, the aim of this project was that the instructors and psychology professors who participated in the development and teaching of the course would come to a better understanding of the cognitive

elements which will be most helpful in assisting students to achieve greater learning in a psychology course. Finally, it was hoped that the results of this experimental course, with appropriate publication, would act as a catalytic agent in motivating instructors in other areas to consider similar support courses to build student success.

After some discussion, the members of the validation team decided to offer one section of ISP 010 during the Fall, 1993 semester at UCCC. This section was offered for a small group of eight students in order to test some of the assumptions that the validation group had made.

The following table is a graphic representation of the students' performance in the pilot program. Each subject's ISP 010 grade (first column) is compared to the student's grade in the psychology course in the third column. Letter grades were awarded in both courses. A grade of W indicates that the student withdrew from the course without penalty before the tenth week of the semester. A grade of AU is an audit grade. The student attended the course but did not take exams. The audit grade does not count for transcript credit.

Table 1

Student Grades in ISP 010 Compared to Achievement in
PSY 101

Subject	ISP 010 Grade	PSY 101 Grade
1	A	D
2	W	W
3	W	A
4	W	AU
5	A	C+
6	A	C
7	A-	D+
8	A-	C

Five of the eight students who completed the Learning Assistance course achieved high grades (A or A-). All five students passed the PSY 101 course with grades ranging from D through C+ (one D, one D+, two Cs and one C+). The three students who withdrew from ISP 010 achieved mixed results in the psychology course. One student also withdrew from the psychology course. The second student achieved a grade of A and the third student simply audited the psychology course. It was suggested by the validation team that further study is needed to examine the performance of those

students who achieved A or A- grades in ISP 010 while achieving grades of C, D+ or D. Are the psychology course grades a reflection of the learning assistance received in ISP 010? Would these students have failed the course otherwise? This aspect needs further examination.

After the initial pilot program had been completed at the end of that semester, the validation group came together to discuss the topics and exercises. The instructor had completed an informal discussion with the students who completed the pilot program to elicit their opinions. The team members' discussion led to the validation of the course outline and to the reinforcement of the concept that the course should continue to be "student driven" in that students ought to provide much of the input concerning selection and sequence of the skills and materials

Discussion among the members of the validation team resulted in the conclusion that further student reaction should be elicited (Appendix G) and that relationship studies with larger number of students should be considered in future offerings of the course. Student reactions in informal discussion were sought. The instructor asked students which topics they found most helpful, which topics they found least helpful,

and what suggestions they had for concepts, exercises or topics to be included in future courses like this one (Appendix G). Student reactions suggested that over 50% of the students who completed the course believed that they were assisted in some way to understand concepts more effectively or to achieve passing grades in certain quizzes or tests. These subjective reactions also suggest that further studies need to be completed to determine the possible connections between the learning assistance course and students' grades in PSY 101.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

The literature review provided background for the development of the course outline. The topics and skills developed in the Learning Assistance course were consistent both with the general study skills incorporated in successful programs and with the specific skills students need for success in PSY 101.

The trends discussed in the literature search suggest that generic skills, while useful in study skills courses, tend to be most effective if applied to specific needs of students as the need is perceived. Additionally, the concept of learning style (Kolb, 1987) also has become an important factor in the development of effective academic skills as these skills relate to an individual's most effective means of matching teaching style and learning style.

This development practicum suggests that it is possible and fruitful to consider the needs and skills of students at the college level--especially entry-level students who might tend to have difficulty in reading and lecture-note-taking courses like Psy 101. It is also possible to apply generic study skills as a

paradigm to specific content areas like psychology. This focus can assist students in understanding those skills and techniques which will be most helpful for their success in PSY 101. The specific components of the learning assistance course should be determined with student input so that their specific needs can be more readily met. Finally, some consideration of individual learning style should be incorporated in the program. This allows students to strengthen their preferred styles and to learn how to adapt when necessary.

Conclusions

A number of conclusions have been developed as a result of this pilot study. Using the discussions and the materials developed by the cooperative team, the following conclusions have been reached:

First, this project was valuable in bringing together individual and group members of three areas in the college. These three areas included the College Skills Center, the Psychology Department and Student Personnel Services. This coming together allowed the individual members to explicate and to discuss the particular educational missions and goals of their areas. This in turn allowed interchange of ideas and concepts from the various points of view. These

interchanges allowed the team members to focus on the academic missions and goals of their respective areas and how these missions and goals affect the major clients of the college--the students. More specifically, as the development of the product suggests, the discussion allowed for analysis of cognitive, perceptual and affective issues in a collegial manner.

Second, the cooperative analysis of generic study skills and applied study skills provided open interchange of ideas, concerns and techniques among the members of the validation team. On the one hand, it allowed discussion of the most important skills required of students (in the opinions of the participants). On the other hand, it led to discussion and analysis of study skills unique to the content area under consideration--Introductory Psychology.

Third, this project led to the agreement among participants that further study and analysis need to be completed in order to make clear and valid conclusions concerning the efficacy of content-driven learning assistance courses like the one under consideration.

Implications

The implications of this study are as follows: a) Collegial dialogue among the various areas represented

is an important collaborative method for curriculum development; b) Representatives of the College Skills area, Student Personnel Services and the Psychology Department participated to improve student success--a model for other possible cooperative ventures; c) Dialogue and discussion among cooperating staff members produced a product which will have positive value and success implications for students; d) An academic assistance program which aided students in understanding concepts and cognitive skills within a specific course content can be analyzed for possible future use in college settings.

Recommendations

The following recommendations have been developed as a result of this study:

1. The latest draft of the ISP 010 course should be analyzed cooperatively among the representatives of the areas which developed the course. Those areas include College Skills, the Psychology Department and Student Personnel Services. The course would then continue to be collegial, cooperative and up-to-date.
2. This report should to be sent to the members of the UCCC Psychology Department. It is hoped that this development report and analysis will encourage other members of the department to participate in the program

by assisting in the discussion of criteria for recommending students to enroll in the Learning Assistance course. Additionally, this cooperation may assist in the discussion of other aspects to be included in the course.

3. The course should continue to be offered as it was during the Fall, 1993 semester--for ten hours, beginning during the fifth week of the semester. Communication among the CSC, Student Personnel Services and the Psychology Department should continue as a means of identifying those students who are most likely to need the course.

4. The report should be sent to the chair of the Curriculum Committee at UCCC as a validation of the original proposal. This validation will provide information and discussion which may assist the members of the committee in their deliberations.

5. The learning assistance course should be promoted and advertised through the Learning Resources Newsletter (The Synergist) and through other institutional avenues.

6. The student questionnaire for the course should be developed and analyzed more fully for further development and revision of the learning assistance course.

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APPENDIXES

Appendix A

COURSE PROPOSAL

COURSE TITLE: LEARNING ASSISTANCE IN PSYCHOLOGY

COURSE NUMBER: LRC 010

COURSE DESCRIPTION:

LRC 010-- Learning Assistance in Psychology. This course is a workshop designed to assist students in developing strategies and skills needed for successful completion of PSY 101. The course instructor uses specific assignments from the student's psychology course. Students practice techniques of note-taking, test-taking, memorization, and specialized vocabulary development. The aim of this workshop is to help the student understand concepts in psychology and to increase the student's understanding of course content. Class meetings begin approximately five weeks after the beginning of the semester.

1 s.h. equivalent

OBJECTIVES

1. To assist students in understanding basic concepts presented in PSY 101.
2. To explore strategies for success in mastering course content (summarizing, outlining, note-taking, memorization, etc.).
3. To assist students in effective test preparation and test-taking strategies.
4. To develop student awareness of personal learning style and how to use it most effectively.
5. To help students explore skills and learning styles which will carry over to other courses.

PROCEDURES

- * Course will meet for one class hour each week.
- * Students will be required to bring their PSY 101 texts to each class.
- * The first class will include an assessment of the students' reading skills--especially in psychology.
- * Specific course sequence will be determined by the students and the requirements of the PSY 101 classes they are taking.

- * Written assignments will be graded.
- * Attendance and written assignments will determine the student's letter grade for the course.

BACKGROUND

- * This proposed course is modeled on similar courses offered in other community colleges (Mohawk Community Colleges "Study Skills in Economics," for example).
- * Faculty in the psychology area are in support of a program which attempts to improve the success of their students.
- * The course has been developed in a collaborative manner, with representatives of the Psychology Department (Ann Gilchrist), the College Skills area (Larry Borzumato), and Student Personnel Services (Steve Kohl).
- * The course is consistent with the current trend to relate study and learning skills to specific goals-- in this case a specific course. It is hoped that this model will become the basis for similar courses in other areas.

EVALUATION

An evaluation of LRC 010 will be developed in the following manner:

1. Students who are likely to need LRC 010 will be identified early in the semester:
 - a. All students enrolled in PSY 101 will be considered.
 - b. Their ASSET (UCCC entry level test) scores will be examined.
 - c. Using currently existing "cut scores" (0-44 raw score in reading), a basic list will be developed.
2. Using a table of random numbers, the randomly selected students will be offered either of two options:
 - a. To enroll in LRC 010 [experiment]
 - b. To view a series of videos available in the Learning Assistance Center [control]

3. The following factors will then be analyzed:
 - a. Students' grades in LRC 010
 - b. Students' grades in PSY 101
 - c. Students' performance in a post-test. This will be an equivalent form test developed by ACT.
 - d. Students will be asked to complete an evaluation questionnaire at the end of the semester (see enclosure).
 - e. Statistical analysis will be completed with the help of the Psychology Department.
4. The results of this initial testing/analysis will be presented to the Curriculum Committee during the semester following the first offerings of the course.

Appendix B
Catalogue Description

PSYCHOLOGY 101

Division of Humanities and Social Sciences

PSY 101 GENERAL PSYCHOLOGY

This course examines human behavior. Specific topics include learning, memory, problem solving, perception, motivation, personality, intelligence, testing, and abnormal behavior.

Course will be offered during the Fall and Spring, 1993-94 semester and the summer semester of 1994. It will continue to be offered each semester thereafter.

Appendix C

Taxonomy of Basic Skills
Developed by the Staff of the College Skills Center
Ulster County Community College

The following skills have been derived from the materials available at the College Skills Center and from the experience of the staff members. They are not necessarily listed in order of importance.

1. Comprehend main idea (paragraph, chapter, book)
2. Comprehend details in relation to main ideas
3. Comprehend cause-effect relationships in reading
4. Comprehend sequential relationships in reading
5. Comprehend comparison-contrast relationships in reading
6. Derive a valid conclusion based on reading evidence
7. Infer an author's tone or attitude in a reading passage
8. Determine the consistency and logic of a reading passage
9. Read rapidly when the occasion demands (over 400 words per minute)
10. Use a table of contents in a text book
11. Use an index in a book
12. Read and interpret graphs
13. Read and interpret charts
14. Read and interpret diagrams
15. Read and interpret maps
16. Summarize reading passages in one's own words

17. Comprehend analogies in reading passages
18. Distinguish between fact and opinion in reading passages
19. Interpret figurative language in reading passages
20. Take clear notes from text book readings
21. Outline reading from a text book
22. Identify literary forms
23. Locate the topic sentence in a paragraph
24. Recall concepts and ideas from reading passages
25. Recall specific facts from reading passages
26. Locate and use appropriate problem-solving procedures from reading materials
27. Understand the meaning of an unfamiliar word in a reading passage by using context clues
28. Take clearly organized notes from a formal lecture
29. Take clearly organized notes from an informal lecture
30. Take clearly organized notes from a class discussion
31. Comprehend main idea (spoken)
32. Comprehend supporting details (spoken)
33. Comprehend cause-effect relationships (spoken)
34. Comprehend comparison-contrast relationships (spoken)
35. Comprehend sequential relationships (spoken)
36. Infer speaker's tone or attitude
37. Derive a valid conclusion from a spoken lecture or discussion

38. Distinguish between fact and opinion (spoken)
39. Recall specific facts (spoken)
40. Recall concepts and ideas (spoken)
41. Summarize a lecture or discussion in one's own words
42. Derive specific information from media resources (film, film strips, audio cassette tapes, video tapes, electronic information sources)
43. Locate a specific book by using a card catalogue or an electronic searching system
44. Locate and use the Readers' Guide to Periodical Literature
45. Locate a specific item of information by finding and using the appropriate resource book (e.g., Almanac, Encyclopedia, etc.)
46. Use a college library's classification system
47. Use cross reference cards in the library's card catalogue or electronic system
48. Locate and use a library's magazine index or electronic data base system
49. Use a dictionary for the following information: pronunciation, correct spelling, part of speech, word origin, synonym, restricted usage, grammatical information
50. Use an encyclopedia index
51. Compile a bibliography on a specific subject
52. Take notes from a number of readings
53. Organize and develop a central idea from a number of readings
54. Locate and use an acceptable term paper style manual (footnotes, bibliography, form, etc.)
55. Study for and take essay exams

56. Study for "objective" tests or exams (multiple choice, true-false, fill-in, matching, etc.)
57. Study for problem-solving exams
58. Study for performance exams
59. Review a completed and corrected exam in order to determine specific error patterns for future study
60. Organize study time (including cumulative review)
61. Write paragraphs which demonstrate unity of idea and effective ordering of introductory, supporting and concluding sentences
62. Participate actively in class discussions
63. Speak in a logical, coherent, and unified manner either to an individual or a group
64. Willingness to seek extra help when needed
65. Follow a prescribed laboratory procedure (experiment, specified activities, etc.)
66. Master a significant specialized vocabulary terminology related to course work
67. Spelling skills which assist rather than deter ease of written communication

Appendix D
Transmittal Letter

Date

Dear Psy 101 Student:

The Learning Resources Center of UCCC invites you to participate in a program which we believe will be helpful to you in your academic career at the college. It's a ten-week course, ISP 010-- Learning Assistance in Psychology. The course will begin at the following times:

ISP 010 Tuesday: 1:10--2:05 p.m

ISP 010 Friday: 9:45--10:35 a.m.

Please arrange to sign up for either section of this course at the Learning Resources Center (DEW 010); one of our instructors or an instructional assistant will help you to add this course to your schedule.

If you have any questions about the course, call the Learning Resources Center at 687-5039.

Sincerely,

Lawrence P. Borzumato

Director, Learning Resources

Appendix E

ISP 010 Pilot Program Course Outline

Course Code: ISP 010 INSTRUCTOR: MRS. SARTORIUS

Workshop in PSY 101, 1 credit, 15 hours (ten weeks)

Text: Student's current PSY 101 text

Course Description:

This workshop assists students in developing strategies and skills needed for successful completion of Psychology 101.

Using specific instructor assignments from the psychology course, students practice techniques of note-taking, memorization, test-preparation, vocabulary development and test-taking. In addition, this class gives students opportunities to review and to discuss information presented in their lecture section(s) of PSY 101.

Course Objectives:

1. To assist student in understanding basic concepts presented in PSY 101
2. To present strategies for success in mastering the course content (PSY 101)
3. To develop methods for comprehension and recall of important vocabulary concepts
4. To assist students in effective test preparation and test taking strategies
5. To develop student awareness of their personal learning style and how to use it most effectively

Course Organization/Evaluation:

1. Students will bring their PSY 101 outlines and text(s) to each class.
2. Formal lecture and informal group discussion will be conducted during class sessions.
3. First class meeting will consist of an independent reading exercise (in class) to determine students' comprehension abilities in psychology readings.
4. Specific course sequence will be determined by sequence of the instructor(s) in PSY 101 and by students in this class.
5. Students will be required to complete a "learning log" consisting of written reactions to PSY 101 text, to assignments, and to their own learning style.
6. Written assignments will be graded.

Appendix F

Suggested class topics for ISP 010

WEEK	CLASS TOPIC(S)	ASSIGNMENTS
1.	Introduction: The social sciences (general) and psychology (specific). In class pre-test (reading in psychology). Discussion of students' concerns in psychology class.	Bring to next class a list of the major <u>concepts</u> studied in psychology class to this point. Be prepared to discuss your understanding of these concepts.
2.	Concepts and ideas: The meaning of the terms <u>concept</u> , <u>idea</u> , and <u>theory</u> . Applications to PSY 101. Discussion of major concepts identified by students. Reading and note-taking.	Bring to next class a set of written notes based on an actual class assignment. What did you learn about your own learning technique? Be prepared to discuss this.
3.	Discussion: using student samples, examination of how to determine critical content (main idea) and how to determine what written notes are most helpful (various styles: split page, outline, narrative, etc.) Discussion of value of reviewing by closing book and attempting to summarize in writing.	Practice exercise: Revise reading notes. Write a commentary concerning your best note-taking style and why this style is probably most beneficial for you. Bring to next class a list of important terms and concepts--especially those which contain Greek or Latin roots.
4.	Review and continuation of reading for understanding in Psychology. Reinforcement of importance of understanding terminology. Discussion of word root elements and how they may be used to "decipher" words.	Bring to next class a list of important terms which contain Latin or Greek elements as discussed in this class. Define each term (in writing) and highlight how the concept can be understood in terms of the base element.

Class Topics: ISP 010

5.	Discussion of student assignments and word elements. Discussion of importance of being able to summarize or paraphrase what is read from a textbook. Examination of major summarizing concepts: use of <u>synonyms</u>, changing original <u>structure</u>, and using your <u>own examples</u>.	Select an important passage (chapter, sections) from your text. Take notes (to reinforce earlier exercises) and rewrite by <u>paraphrasing the material</u>. Attempt to put the <u>ideas into your own words</u>. Try to develop your own examples to illustrate important concepts.
6.	Discussion and further analysis and practice of paraphrasing methods. Connection of paraphrasing concepts to the skills of listening and note-taking skills in psychology classes. Introduction of various methods of note-taking (Pauk method, split page, alternating page, etc.)	Bring to next class an actual set of lecture notes from your PSY 101 class. Do <u>not</u> attempt to make them look the way they "should" look. Write a summary of your notes (one page) and list some possible questions your instructor might ask based on these notes. Turn major headings and concepts into questions.
7.	Continuation of listening and notetaking skills and their importance. Sample lecture in psychology concepts. Students will compare notes and discuss in class which methods work best for them and why. Discussion of how instructors use basic notes for various types of tests (multiple-choice, essay, with special emphasis on multiple-choice test	Bring to next class both your class notes and a revised and summarized version of your class notes. Select specific materials suitable for test items (main concepts, main ideas, important people, terminology, relationships, etc.)

Class Topics: ISP 010

8.	Examination of testing: Importance and rationale for testing. Multiple choice tests and how they are constructed. The testing of recall, vocabulary recognition, main idea, inference, analysis and synthesis through multiple-choice testing.	Using materials actually assigned in class, develop at least 10 multiple choice question items. Use four or five choices, only one of which is the best choice. Attempt to test more than fact recall or vocabulary knowledge. Create a test of <u>comprehension</u> and <u>understanding</u> .
9.	Students will exchange tests and attempt to complete their partner's test. Partners will discuss their choices for correct answers. Group discussion of students' reactions and what they learned about preparing for and creating tests. Discussion of learning style and memory techniques.	Bring to next class session a written discussion in which you explain how you are most likely to achieve your best learning and your highest grades in a PSY 101 class. What does this discussion suggest about the way that you learn and retain concepts?
10	Summary discussion: Examination and discussion of student papers about learning style. Suggestions for materials which should be included in this course. Completion of questionnaire which evaluates instructor and instruction in ISP 010.	Completion of take-home questionnaire.

Appendix G

Student Questionnaire: ISP 010

Name (optional): _____

Major: _____

The topics which I found most helpful in this course were as follows (please explain) :

The topics which I found least helpful:

I suggest that you consider the following concepts, exercises or topics in this course:

As indicated above, these questions were used by the instructor in ISP 010 as part of a concluding discussion with students. This questionnaire or a revised version of it will become part of the written student evaluation of future sections of the course.